

School Strategic Plan 2023-2027

Endeavour Hills Specialist School (5590)



Endeavour Hills
Specialist School

Submitted for review by Karen Hunt (School Principal) on 18 December, 2024 at 11:59 AM

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Endorsed by Rebecca De Lima (School Council President) on 20 March, 2024 at 06:43 PM

School Strategic Plan - 2023-2027

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School vision	<p>Our vision is to inspire students to achieve their personal best and become active and independent members of their community.</p> <p>We will provide a blended curriculum of academic learning, high-interest programs and therapeutic supports within a positive behaviour supports framework that will cater for each student at their point of need and encourage personal growth, independent learning, and sound social-emotional behaviours. Our aim is to produce lifelong learners who are aware of their skills and strengths and have a positive attitude to challenges and opportunities.</p>
School values	<p>Endeavour Hills Specialist School's values are highly visible, explicitly taught, continuously modelled and regularly celebrated.</p> <p>We have one value: BE KIND</p> <p>We enact this value in our everyday actions and interactions: Be Kind to yourself, Be Kind to Others, Be Kind to the Environment</p> <p>Our values form the foundation of our School-Wide Positive Behaviour Supports framework and reflect the school community's intention to empower students to be the best person they can be. Students discuss, agree and enact ways in which the values can be applied in all aspects of the school community:</p> <ul style="list-style-type: none">in the classroom;in the playground;on excursions;in office areas, corridors and toilets;when we have visitors.
Context challenges	<p>As a new school that is consistently growing in both student and staff members, we have unique challenges. We have identified the need to establish and embed consistent academic programs and instructional models that meet the students at their point of need. Our student cohort can exhibit behaviour of concerns that fall within tier two or three of the Positive Behavioural Interventions and Supports Pyramid. We need to ensure that we have a consistent approach to the tier one whole school strategies to support students to be ready to learn and promote a calm and orderly environment.</p>
Intent, rationale and focus	<p>Intent: The strategic focus will be on maximising the learning outcomes for all students through building whole school consistent processes and capabilities. We will empower students to be active in their own learning.</p>

	<p>Rationale: While curriculum is being developed across the learning places, a consistently applied instructional model and an assessment schedule to verify its efficacy are not yet in place. School Staff Survey results in 2023 showed low positive endorsement for academic emphasis and guaranteed and viable curriculum, both at 38%. While classrooms are calm and orderly, not all students are actively engaged in their learning. High impact, engaging programs will empower students to be active learners thereby reducing behaviours of concern.</p> <p>Focus: We will prioritise the following to build staff capacity:</p> <ol style="list-style-type: none"> 1. Universal Design for Learning. We will develop a minimum expectation for all classrooms pertaining to visuals used, schedules, ready to learn plans, 2. Collaborative goal setting and planning. We will improve and modify our practices relating to the development of Individual Education Plans (IEP). We will strengthen the contribution of parents in the goal setting. Student Support Group process and documentation will be improved. We will implement the Professional Learning Communities (PLC) process to develop staff capabilities in evaluating and utilising data to improve student learning outcomes. 3. We will continue to strengthen our wellbeing strategies to ensure consistency, prompt responses to the development of plans and strategies to address tier two and three behaviours, build staff capacity to empower them to respond to behaviours of concern. These responses will assist in building staff resilience and improve student wellbeing.
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Goal 1	Maximise learning growth for all students
Target 1.1	<p>By 2027, increase the percentage of students demonstrating the equivalent of 12-months growth over a 24-month period in literacy skills, as measured by teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing from 27% (Sem 2 2022 - 2024) to 60% • Speaking and listening from 30% (Sem 2 2022 - 2024) to 60% • Writing from 24% (Sem 2 2022 - 2024) to 60%
Target 1.2	By 2027, increase the percentage of students who have a Ready to Learn plan from 11% to 100%.
Target 1.3	<p>By 2027 improve the percentage of positive endorsement in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 38% (2023) to 50% or above • Teacher collaboration from 45% (2023) to 55% or above • Moderation of assessment tasks together from 12% (2023) to 40% or above • Instructional leadership from 49% (2023) to 60% or above • Use pedagogical model from 36% (2023) to 60% or above
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian	Build staff knowledge and understanding of the Victorian Curriculum, with a focus on levels A-D

Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed a consistent, quality-delivered instructional model
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capabilities to differentiate learning tasks to meet students at their point of need
Key Improvement Strategy 1.c	

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a culture of staff collaboration through implementation of professional learning communities
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Empower all students to be independent and engaged in their learning
Target 2.1	By 2027, increase the percentage of students achieving their personal and social capabilities goal from their individual education plans from 29.27% (to be established 2024) to 100%.
Target 2.2	By 2027 improve the percentage of positive endorsement in the School Staff Survey factors: <ul style="list-style-type: none"> • Promote ownership of learning goals from 36% (2023) to 50% or above • Parent and community involvement, engagement and outreach for all from 69% (2023) to 75% or above

Target 2.3	<p>By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 68% (2022) to 75% or above • Support services from 68% (2022) to 73% or above • Parent participation from 67% (2022) to 75% or above • Teacher communication from 68% (2022) to 75% or above
Target 2.4	<p>By 2027, increase the percentage of staff responding to a school-developed survey that assesses confidence and capabilities as well as the modes of Alternative and Augmentative Communication (AAC) used, as somewhat confident or above in using AAC systems to support students' engagement and learning from 67% to 75%.</p>
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capabilities to implement a wide range of communication strategies that develop student voice and agency
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high	Continue to implement and strengthen a whole school approach to social and emotional learning

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to implement and strengthen the SWPBS framework
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	